

20TH EUROPEAN CONFERENCE ON LITERACY

*“Working together to encourage equity through literacy
communities: a challenge of the 21st century”*

**3 – 6 JULY, 2017
MADRID, SPAIN**

www.aelemadrid2017.com

The progress achieved to date (19 January)

KEYNOTE SPEAKERS

In **PLENARY SESSIONS**, three keynote speakers are invited to tackle the field of literacy, each from a different topic. They will be from European level **María Bonafé**; EEUU level, **Anne Ruggles Gere**; and Local level, **Daniel Cassany**.

NAME	INSTITUTION	TOPIC
María Bonafé	Cultural Actions Against Segregation and Exclusion (France).	Baby, books and libraries.
Anne Ruggles Gere	University of Michigan (EEUU).	Reading and Writing: Full Literacy.
Daniel Cassany	University Pompeu Fabra (Spain).	Young netizens: what they learn online and its connection with the school.

In **PARALLEL SESSIONS**, nine keynote speakers with the following specialization will be involved:

NAME	INSTITUTION	TOPIC
1. Alan Crawford.	California Reading Association (EEUU).	Bilingual/Trilingual Education in Central Asia, Africa, the Caucasus, Eastern Europe, Latin America, and the USA: Major Concepts and Issues.
2. Plácido Bazo.	University of La Laguna (Spain).	Teaching of English and Spanish as a Foreign Language.
3. Julio Vélez.	University Complutense of Madrid (Spain).	Language and Theatre
4. Ann Sophie Selin.	Finnish Reading Association (Finland).	Special education and reading learning.
5. Jeroen Clemens.	University of Groningen (Holland).	Literacy in a digital age: an interesting and big challenge for (language) teachers.

6. Fanuel Díaz.	Grupo Editorial Norma (Venezuela).	Visual Literacy in children's picture book
7. Jochen Weber.	International Library Jugendbibliothek of Munich (Germany).	The treatment of political issues in children's and young people's literature.
Two more speakers to be announced soon.		

These parallel sessions called **MEETINGS WITH A RECOGNIZED SPEAKER** will be carried out throughout three days (Tuesday, Wednesday and Thursday, of one hour each). Its dynamic is to dedicate 30' to presenting the theme by the lecturer involved and 20', to maintain an exchange between he/she and the public.

OTHERS PARALLEL SESSIONS

- ROUND TABLES/SYMPOSIUM: 24 proposals.
- WORKSHOPS: 32 proposals.
- POSTERS: 29 posters.
- PAPERS: 243 proposals.

The proposals received in Round Tables/Symposium (24) and Workshops (32) are specified below (these two proposals (56) will be carried out throughout seven parallel sessions).

Most proposals will be presented in English while a minority of them in other European languages.

▪ **ROUND TABLES/SYMPOSIUM:** 24 proposals

1. *Multilingual projects in education.*

- Carmen Reigada (Teacher training center, Spain).
- Margarita Gutiérrez (Teacher training center, Spain).
- Pep Hernández (Institute of secondary education, Spain).
- Bilingual program Madrid (Spain).

2. *Disciplinary Literacy: History, Evidence, and Challenges in the European and North American Contexts.*

- William G. Brozo (George Mason University, EEUU).
- Sari Sulkunen (U. of Jyväskylä, Finland).
- Christine Garbe (U. of Cologne, Germany).
- Patricia Schillings (U. of Liège, Belgium).

3. *Assessing Literacy in the Primary Years*

- Henrietta Dombey (UKLA, England).
- Eithne Kennedy (Dublin City University, Ireland).

- Gerry Shiel (Education Research Centre, Ireland).
 - Sue Ellis (U. of Strathclyde, Scotland).
 - Vivienne Smith (U. of Strathclyde, Scotland).
- 4. EURead is a European network to promote reading and literacy across Europe.**
- Jörg F. Maas (German Reading Foundation, Germany).
 - Natasha Armstrong (Booktrust, United Kingdom).
 - Marc Lambert (Scottish Book Trust, Scotland).
 - Gerlien van Dalen (Stichting Lezen, Netherlands).
- 5. Accessing, using and understanding digital technologies and media across communities, contexts and social demographics: Cases of young children, youth, families and teachers**
- Marianne McTavish (U. of British Columbia, Canada).
 - Jennifer Rowsell (Brock University, Canada).
 - Jim Anderson (U. of British Columbia, Canada).
 - Ann Anderson (U. of British Columbia, Canada).
 - Jane Hare (U. of British Columbia, Canada).
 - Marianne McTavish (U. of British Columbia, Canada).
 - Linda Laidlaw (U. of Alberta, Canada).
 - Joanne O'Mara (Deakin University, Canada).
 - Suzanna Wong (U. of Alberta, Canada).
- 6. Working with immigrant and refugee families in family literacy programs: Transnational perspectives.**
- Ann Anderson (U. British Columbia, Canada).
 - Dieter Isler (Pädagogische Hochschule Thurgau, Switzerland).
 - Gina Domeniconi (Schweizerisches Institut für Kinder- und Jugendmedien, Switzerland).
 - Gabriele Rabkin (U. Hamburg, Germany).
- 7. Writing for scientific publication in times of globalization: challenges and opportunities in educating graduate students and faculty (Spanish and English).**
- Elizabeth Narváez (U. Autónoma de Occidente, Colombia).
 - Alma María Carrasco (Benemérita Universidad Autónoma de Puebla, México).
 - Ann Gere (U. Chicago, EEUU).
- 8. Comparative Studies of Literacy Education among Japan, Europe, and America in the 21st century.**
- Junsaburo Kamitani (Kagoshima University, Japan).
 - Sachiko Adachi (Niigata University, Japan).
 - Kazuaki Lida (Utsunomiya University, Japan).
 - Yuji Fujimori (Shinshu University, Japan).
- 9. Más allá de la competencia lectora: lectores, lecturas y educación literaria (Spanish).**
- Andamana Cabrera Bautista (U. de las Palmas de Gran Canaria, Spain).

- María A. Calcines Piñero (U. de las Palmas de Gran Canaria, Spain).
 - Cristóbal L. Nuez García (U. de las Palmas de Gran Canaria, Spain).
 - Blanca Hernández Quintana (U. de las Palmas de Gran Canaria, Spain).
 - Juana Rosa Suárez Robaina (U. de las Palmas de Gran Canaria, Spain).
 - Ángeles Perera Santana (U. de las Palmas de Gran Canaria, Spain).
- 10. *Changing definitions of literacy and their impact in practice* (French).**
- André C. Moreau (U. Québec; Canada).
 - Nancy Granger (U. Québec; Canada).
- 11. *International perspectives on the literate identity of teachers.***
- Jon Callow (U. Sydney, Australia).
 - Sara Ann Beach (Memorial University, Canada).
 - Anne Burke (Memorial University, Canada).
 - Angela Ward (U. Saskatchewan, Canada).
- 12. *Leer la dislexia. Una mirada normalizadora y sistémica para la intervención lecto escritor* (Spanish).**
- Bienvenida Sánchez (U. Complutense de Madrid, Spain).
 - Gloriana Hernanz (Dislexia Association Madrid, Spain).
 - Alfonso Coronado (U. Complutense de Madrid, Spain).
 - Elisa Ruiz (U. Complutense de Madrid, Spain).
- 13. *Accessing, using and understanding digital technologies and media across communities, contexts and social demographics: Cases of young children, youth, families and teachers.***
- Marianne McTavish (U. British Columbia, Canada).
 - Linda Laidlaw (U. Alberta, Canada).
 - Suzanna Wong (U. Alberta, Canada).
- 14. *New Literacies for New Times: 2Whats and 3 Hows.***
- Sara Ann Beach (U. Oklahoma, EEUU).
 - Barbara Bayless (U. Oklahoma, EEUU).
 - Staci Vollmer (Oklahoma City University, EEUU).
 - Elizabeth Willner (University of Central Oklahoma, EEUU).
- 15. *Reading Recovery: An International Community of Literacy Academics and Teachers Supporting Children Most At Risk for Learning to Read and Write.***
- Connie Briggs (Texas Woman's University, EEUU).
 - Mary Anne Doyle (U. of Connecticut, EEUU).
 - Allyson Matczuk (Canadian Institute of Reading Recovery- Winnipeg, Canada).
 - Annette Torres-Elias (Texas Woman's University, EEUU).
 - Celeste Bates (Clemson University, EEUU).
 - Julia Douetil (U. of London, United Kingdom).

- 16. Escribir para un público disciplinar especializado. Retos y posibilidades para fortalecer la identidad autoral en el posgrado (Spanish).**
- María Laura del Carmen Díaz Rivera (Benemérita Universidad Autónoma de Puebla, Mexico).
 - Laura Angélica Issa Villa (Benemérita Universidad Autónoma de Puebla, Mexico).
 - Rollin L. Kent Serna (Benemérita Universidad Autónoma de Puebla, Mexico).
- 17. Promoting home reading and ethnic identity through national book programs: The experience of Pajama Library (in Hebrew) and Lantern Library (in Arabic) in Israel.**
- Sylvia Kamowitz (Pajama Library, Israel).
 - Hadad_Sima (Israeli Ministry of Education, Israel).
 - Vromen_Galina Harold Grinspoon Foundation, Israel).
 - Srouji_Mona (Lantern Library, Israel).
- 18. Developing Literacy in High-poverty Urban Schools: Lessons from the Write to Read Project in Ireland**
- Eithne Kennedy (Dublin City University, Ireland).
 - Norma McElligott (Dublin City University, Ireland).
 - Roisín O'Shea (Dublin City University, Ireland).
 - Gerry Shiel (Dublin City University, Ireland).
- 19. Idea systems and paradigms in academic literacy processes at the university level**
- Bibian Paola Fernández Luna (U. EAN Bogotá, Colombia).
 - Jazmín Galvis Ardila (U. EAN Bogotá, Colombia).
 - Héctor Manuel Serna Dimas (U. EAN Bogotá, Colombia).
 - Andrea Torres Perdigón (U. EAN Bogotá, Colombia).
- 20. Supporting Emergent Bilinguals' Shift from Non-Alphabetic Language to an Alphabetic Language: Preservice Teachers' Discoveries in a US University Reading Clinic.**
- Sheri Vasinda (Oklahoma State University, EEUU).
 - Jessica Fisher (Oklahoma State University, EEUU).
 - Alex Akers (Oklahoma State University, EEUU).
 - Peyton King (Oklahoma State University, EEUU).
- 21. Using writing to grow and sustain a community of learners.**
- Alexa Sandmann (Kent State University, EEUU).
 - Lori Wilfong (Kent State University, EEUU).
- 22. Linking Children's Literature and Mathematics for Deep Learning and Transfer.**
- Eula Ewing Monroe (Brigham Young University, EEUU).
 - Terrell Young (Brigham Young University, EEUU).
 - Amy Roth McDuffie (Washington State University, EEUU).
 - Carrie Cutler (U. of Houston, EEUU).
 - Roth McDuffie (U. of Houston, EEUU).

23. Oral Resources for writing: Diagnosis and Fostering of Narrative Skills.

- Uta Quasthoff (Dortmund University, Germany).
- Juliane Stude (Westfälische Wilhelms- University, Germany).
- Nitzka Katz-Bernstein (Dortmund University, Germany).
- Anke Lengning (Dortmund University, Germany).
- Anja Schröder (Dortmund University, Germany).

24. (Multi)letramentos, ensino de língua portuguesa e formação docente (Portuguese)

- Obdália Santana Ferraz Silva (U. do Estado da Bahia – UNEB, Brasil).
- Áurea da Silva Pereira (DEDC II - UNEB/Pós-Critica, Brasil).
- Ivana Carla Oliveira Sacramento (U. Federal da Bahia (UFBA)/Instituto Anísio Teixeira (IAT), Brasil).
- Murillo da Silva Neto (LINCE-UFBA-PPGLINC UFOB-Centro das Humanidades, Brasil).
- Sirlaine Pereira Nascimento dos Santos (Secretaria Municipal de Educação de Salvador, Brasil).
- Úrsula Cunha Anecleto (U. do Estado da Bahia (UNEB), Brasil).

▪ **WORKSHOPS:** 32 proposals

1. **Building Literacy Through The Visual Lens.** Stacey Alemany (Avon public schools, EEUU), Lynda Valerie (Central Connecticut State University, EEUU) and Margaret Craig (Tru-u-LLC, EEUU).
2. **Experience in Teaching and Learning Literacy in EFL through Readers Theatre.** Keizo Asano (Nanzan University, Japan).
3. **Turning pages for Justice: Developing Social Justice Pedagogies through the Study of Literature.** Geraldine Blazer and Angela Ward (U. of Saskatchewan, Canada).
4. **Working Together with Content Teachers to Encourage the Inclusion of Literacy Skills.** Elaine Bukowiecki (Bridgewater State University, EEUU).
5. **Instruction in Their Content Classrooms.** Elaine Bukowiecki (Bridgewater State University, EEUU).
6. **Moving to Digital Literacy: Embedding Digital Tools and Multimodal Texts in Reading and Writing Workshops.** Krishna Cart (Apia Scholars and Fairfax County Public Schools, EEUU).
7. **Explicit Focus Lesson Workshop: Gradually Releasing the Learning Responsibility to the Students.** Krishna Cart (Apia Scholars and Fairfax County Public Schools, EEUU).
8. **Workshop on applied research related to reading promotion.** Simone C. Ehmig (Institute for Research on Reading and Media, Germany).

9. ***Transalfabetización: leer y escribir de otra forma y con otros lenguajes. Un experimento con coca-cola y cola de mercadona.*** Ángel Encinas (Professor retired, Spain).
10. ***Free Digital Resources Empowering Young Children in Poverty to Improve their Home Literacy Environments and Develop Bilingual Skills.*** Walter Evans (Augusta University, EEUU).
11. ***Working Together: Disciplinary Literacies within Interdisciplinary.*** Frambaugh-Kritzer_Charlotte (U. of Hawai'i at Manoa, EEUU) y Stolle_Elizabeth (Grand Valley State University, EEUU).
12. ***What is good for all is particularly good for some: An exploration of writing instruction for students with intellectual disabilities.*** Murray Gadd (U. of Auckland, New Zealand), Diana Berthen (U. of Stockholm, Sweden), Lars Lundgren (St. Eriks Gymnasium, Sweden).
13. ***What is critical in the effective teaching of writing, especially for senior primary students in the New Zealand context?*** Murray Gadd (U. of Auckland, New Zealand).
14. ***Digital Writing and Multimodal Text in the 21st Century.*** Jiening_Ruan (U. of Oklahoma, EEUU), Silvia Hurst (U. of Central Oklahoma, EEUU), and Pristilla Griffith (U. of Oklahoma, EEUU).
15. ***Bridging perspectives of adult literacy learners, professionals and researchers: Learning and researching in a participatory way.*** Monika Kastner, Irene Cennamo and Ricarda Motschnig (Alpen-Adria-Universität Klagenfurt, Austria).
16. ***Teacher Facilitated Play Contexts to Support Literacy Development.*** Jennifer Lindanauer (George Mason University, EEUU).
17. ***Facilitate-Listen-Engage: A Progressive Model for Creating a Discourse-Intensive Community of Learners.*** Malinda Lloyd and Nancy Kolodziej (Tennessee Technological University, EEUU).
18. ***Terminology in adult literacy.*** David Mallows (UCL Institute of Education, United Kingdom), Sam Duncan (UCL Institute of Education, United Kingdom) and Jose Pedro Amorim (University of Porto, Portugal).
19. ***Building Academic Language and Reading Comprehension with English Language Learners in Grades K-3.*** Irina Malykhina (Rogers's Heights Elementary School, EEUU).
20. ***Using authentic literacy to make learning fun and engaging.*** Char Moffit (U. of Maine at Farmington, EEUU).

21. *Tebeos con clase: el cómic como género privilegiado para la creación de lectores y escritores competentes.* Ana Muñoz (IES La Laboral, Spain), Joaquín Ayala (Consejo Escolar de Canarias, Spain) and Julio Santamaría Alonso (IES Guaza, Spain).
22. *Adapting Readers Theatre to the Demands of a Changing Society.* James Nageldinger (Elmira College, EEUU).
23. *Taller de narración oral.* María Yolanda Ortega (IES Jinámar, Spain).
24. *Seamless Literacy Learning Communities in Mathematics and Language Arts: A Shared Vision and Approach.* Barbara Palmer (St. Mary's University, EEUU).
25. *Teaching Adolescent Readers in the 21st Century.* Jill Purdy (Cedar Crest College, EEUU).
26. *El rap y las palabras como recurso literario.* Carmen Rodríguez (Spain).
27. *Leer la dislexia. Una mirada empoderadora para el aprendizaje de la lecto escritura.* Bienvenida Sánchez Alba and Alejandro Mata (U. Complutense de Madrid, Spain).
28. *Reading and Writing with New Technologies to Support Vocabulary Learning.* Linda Smetana and Dana L. Grisham (California State University, EEUU).
29. *Out with the Old, in with the New: a journey from print to digital contexts.* Mal Thompson (U. of Otago College of Education, New Zeland).
30. *Language Play: Promoting Reading and Writing In and Beyond the Classroom.* Lynda Valerie and Shakira Perez (Central Connecticut State University, EEUU).
31. *The Culturally Responsive Literacy Classroom.* Michele Wages (Southeastern Oklahoma State University, EEUU).
32. *From reading a text to writing one's own: How tasks that connect reading and writing facilitate both the reading and the writing process.* Elfriede Witschel (U. College of Teacher Education, Austria).